DOCUMENT RESUME

ED 175 042 CS 205 094

TITLE Bilingual, Bicultural, and Bidialectal Studies Related to Reading and Communication Skills: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," November 1978 through June 1979 (Vol. 39 Nos. 5 through 12).

INSTITUTION ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE 79

NOTE 16p.

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS Adult Basic Education; *Biculturalism; *Bilingualism; *Communication Skills; Cultural Factors; Dialects; Doctoral Theses; *Educational Research; Elementary Secondary Education; English (Second Language); English Instruction; Higher Education; Language Processing; *Language Usage; Listening Comprehension; *Minority Groups; Oral Reading; Reading Research; Speech Communication

ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 21 titles deal with the following topics: the language, communicative styles, and speech patterns of blacks and non-blacks; the prereading concept acquisition of Spanish-dominant kindergarten children; the self-concept and cross-cultural awareness of Greek-American students; language and reading factors as indicators of achievement in science and social studies for bilingual students; the language, cognition, and social attitudes of black children; the reading vocabulary of Pima Indian students; the oral reading miscues of Mexican-American students; oral communication apprehension in bilingual students; first and second language listening comprehension skills; bilingual and cross-cultural referential communication; curriculum decisions concerning Black English; the communicative competence in English of Spanish-speaking children; the self-esteem, reading facility, and bilingual schooling of Puerto Rican students; the code-switching ability of black students; a Cureton reading, Cuisenaire mathematics, and bilingual program; the use of syntactic cues by monolingual and bilingual subjects; self-concept, adult basic education programs, and the Yankton Sioux; the language acquisition of bilingual children; the effects of instruction on Black English speakers; and the educational and social development of Chinese immigrant students. (FL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED175042

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Bilingual, Bicultural, and Bidialectal Studies Related to Reading and Communication Skills:

Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, November 1978 through June 1979 (Vol. 39 Nos. 5 through 12)

Compiled by the staff of the

ERIC Clearinghouse on Reading and Communication Skills

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

University Microfilms

International

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CS205098

The dissertation titles contained here are published with permission of the University Microfilms International, publishers of Dissertation Abstracts International (copyright © 1978, 1979 by University Microfilms International), and may not be reproduced without their prior permission.

This bibliography has been compiled as part of a continuing series designed to make information on relevant dissertations available to users of the ERIC system. Monthly issues of Dissertation Abstracts International are reviewed in order to compile abstracts of dissertations on related topics, which thus become accessible in searches of the ERIC data base. Ordering information for the dissertations themselves is included at the end of the bibliography.

Abstracts of the following dissertations are included in this collection:

Arrington, John Nathan
A COMPARISON OF LANGUAGE, COMMUNICATIVE STYLES AND SPEECH PATTERNS OF BLACKS AND NON-BLACKS

Baker, Susan Rae
THE EFFECTS OF TRANSITIONAL VERSUS VERNACULAR INSTRUCTION ON THE ENGLISH PRE-READING CONCEPT ACQUISITION OF SPANISH DOMINANT KINDERGARTEN CHILDREN

Flouris, George
THE SELF-CONCEPT AND CROSS-CULTURAL AWARENESS OF GREEK-AMERICAN STUDENTS ENROLLED IN THE MONOLINGUAL AND BILINGUAL SCHOOLS

Goslin, Robert Dilwyn
LANGUAGE AND READING FACTORS AS INDICATORS OF ACHIEVEMENT IN SCIENCE AND SOCIAL STUDIES FOR STUDENTS IN A BILINGUAL EDUCATION PROGRAM

Holt, Howard Monroe
LANGUAGE, COGNITION, AND SOCIAL ATTITUDES OF THE BLACK CHILD IN PUBLIC EDUCATION: A SOCIOLINGUISTIC AND PSYCHOLINGUISTIC ANALYSIS OF KINDERGARTEN-THIRD GRADE PUPILS

Jackson, Susan Madrid
ASSESSING READING VOCABULARY OF PIMA INDIAN STUDENTS FOR CURRICULUM ADAPTATION

Jurenka, Nancy Elizabeth Allen
A PSYCHOLINGUISTIC DESCRIPTION OF THE ORAL READING MISCUES GENERATED BY NINE SELECTED MEXICAN-AMERICAN STUDENTS IN GRADES THREE, FOUR, AND FIVE READING ENGLISH TEXTS

Manalo, Ma Monita Amador
ORAL COMMUNICATION APPREHENSION IN BILINGUAL STUDENTS: A STUDY AT FOURTH, SIXTH, AND EIGHTH GRADES

Met, Myriam
THE RELATIONSHIP BETWEEN FIRST AND SECOND LANGUAGE LISTENING COMPREHENSION SKILLS IN PRIMARY AGE CHILDREN

Moll, Luis Carlos
BILINGUAL AND CROSS-CULTURAL REFERENTIAL COMMUNICATION

Nelkin, Bertha W.
A STUDY OF VARIABLES RELATIVE TO CURRICULUM DECISIONS CONCERNING BLACK ENGLISH

Overall, Patricia Montiel
AN ASSESSMENT OF THE COMMUNICATIVE COMPETENCE IN ENGLISH OF SPANISH-SPEAKING CHILDREN IN THE FOURTH AND SIXTH GRADES

Peters, Alice Perez
SELF-ESTEEM AS IT RELATES TO READING FACILITY AND BILINGUAL SCHOOLING OF PUERTO RICAN STUDENTS

Pulliam, Cynthia Anne
THE EFFECT OF USING A CONTRASTIVE LINGUISTIC INSTRUCTIONAL MODEL ON THE CODE-SWITCHING ABILITY OF SIXTH GRADE BLACK STUDENTS

Romero, Roger Cervantez
STUDENT ACHIEVEMENT IN A PILOT CURETON READING, CUISENAIRE MATHEMATICS PROGRAM, AND BILINGUAL PROGRAM OF AN ELEMENTARY SCHOOL

Smith, Laura A.
A PSYCHOLINGUISTIC COMPARISON OF THE USE OF SYNTACTIC CUES BY MONOLINGUAL AND BILINGUAL SUBJECTS DURING ORAL READING IN ENGLISH BASAL READERS

Swan, Robert Joseph
A STUDY OF THE RELATIONSHIP BETWEEN SELF CONCEPT AND ADULT BASIC EDUCATION PROGRAMS ON THE YANKTON SIOUX RESERVATION

Walters, Joel
VARIATION OF LANGUAGE USE IN THE LANGUAGE ACQUISITION OF BILINGUAL CHILDREN

Washington, Julie Renae
THE EFFECTS OF INSTRUCTION ON BLACK ENGLISH SPEAKERS

Wofford, Jean Elizabeth
CODE-SWITCHING IN BLACK THIRD GRADE LOW-SOCIOECONOMIC STATUS CHILDREN IN FORMAL AND INFORMAL SITUATIONS

Wong, Angelina Teresa
A STUDY OF THE RELATIONSHIP BETWEEN THE PROFICIENCY IN ENGLISH AND CULTURAL BACKGROUND OF CHINESE IMMIGRANT STUDENTS AND THEIR EDUCATIONAL AND SOCIAL DEVELOPMENT

A COMPARISON OF LANGUAGE, COMMUNICATIVE STYLES AND SPEECH PATTERNS OF BLACKS AND NON-BLACKS

Order No. 7909501

ARRINGTON, John Nathan, Ph.D. United States International University, 1977. 110pp. Chairman: Dr. David Feldman

THE PROBLEM. This study investigated the knowledge of what was referred to as "Black English." The prominent users of this language included black teenagers, college graduates, and non-black secondary school teachers and peace officers. The study was conducted in a predominantly minority section of San Diego, California. The study exposed the world of the Black American through the use of words. The understanding of these words was important to an understanding of the Black American's world view and how this particular ethnic group reacts to it. This understanding should lead to better understanding of the inner workings of this large minority group. This understanding was important for a better understanding of the nation of man and to bring a critical reader closer to national community.

METHOD. The secondary school scene was examined to determine the extent to which Black English was used. High school students were examined to develop a word list of Black English words and phrases. This study was conducted primarily through the use of a self-administered questionnaire to which respondents indicated their choices to several Black English words and phrases.

The guiding hypothesis was that there would be differences in definitions between different cultural and professional groups. This difference would vary according to positions, status or educational attainment.

RESULTS. On the basis of the findings of the study, it could be seen that use of the English language differed between groups sufficiently to cause a breakdown of communication and potentially serious consequences in political, economic and social areas. Miscommunication could particularly obstruct the growing black political or social movements in America today.

These misconceptions regarding the significance of Black English result from the fact that there are differences in definitions of Black English words based on educational attainment and sociocultural group affiliation. Therefore, it is clear from the data presented that black teenagers, black college graduates and non-black authority figures each have a world of their own when expressing themselves with Black English words and expressions.

In defining their individual worlds, differences seemed to grow larger in proportion to educational attainment. Another significant factor which seemed to make a difference in defining these words was sociocultural group affiliation. Even though this was true, there was no tendency by sociocultural group members to define their world in the same way.

The language of the Black American was clearly a language unique to this major American subcultural group. Even so, the language continued to be intelligible for those who used it regularly or as a survival language.

This study led to several major conclusions. Definitions of Black English words differed according to age, culture and professional affiliation. The black teenagers defined their world differently from black adults. Black adults who were not college graduates used different definitions of Black English words and expressions than did college graduates. Non-black college graduates who had similar experiences in working with black teenagers had different definitions of the same Black English words.

There existed a language among Black Americans in Southeast San Diego which may be referred to as Black English. Select Black English words which were intelligible for black respondents had different meanings for non-blacks who worked in the same community and with the same groups of youngsters. Some words which were intelligible for black ghetto teenagers had different meanings for non-black peace officers who worked in areas with high concentrations of Black English users.

THE EFFECTS OF TRANSITIONAL VERSUS VERNACULAR INSTRUCTION ON THE ENGLISH PRE-READING CONCEPT ACQUISITION OF SPANISH DOMINANT KINDERGARTEN CHILDREN

Order No. 7908981

BAKER, Susan Rae, Ed.D. Columbia University Teachers College, 1978. 136pp. Sponsor: Professor Anne Marie Mueser

This study compares two methods of instruction and investigates their relative effectiveness in an effort to find the most efficient teaching/learning strategies for reading readiness instruction with Spanish dominant kindergarten children. The dependent variable is pre-reading concept acquisition. The specific behaviors to be measured include auditory discrimination, visual matching, letter recognition, and rhyming.

The independent variable is language teaching methodology. The two methodologies being compared are the transitional and the vernacular.

The transitional approach can be defined as follows: Spanish is used as the language of instruction when introducing new concepts or skills. Once the concept has been mastered in the native language, English is substituted as the language of instruction.

The vernacular method of instruction requires children to read in their native language while they are separately taught English as a second language aurally and orally.

Time is an important factor in both teaching methodologies described herein. In the transitional method, Spanish and English are used within each teaching lesson of 10 to 15 minutes. In the vernacular approach the two languages are separated in time. The vernacular approach requires twice the instructional time.

Statements of the hypotheses are as follows:

1. Subjects receiving transitional approach will demonstrate improved scores on tests of pre-reading concept acquisition.

2. Subjects receiving transitional approach will demonstrate greater improvement in scores on tests of pre-reading concept acquisition than subjects given the English approach and subjects in the control group.

3. Subjects receiving transitional approach will demonstrate equal or greater improvement in scores on tests of pre-reading concept acquisition than subjects receiving all-Spanish method requiring twice the instructional time.

Eighty-three five- to six-year-old kindergarten children, having language dominance in Spanish (Puerto Rican), were identified as subjects. Prior to instruction, the Bilingual Syntax Measure was administered to determine language dominance. Subjects were randomly blocked on the basis of scores and sex, and then assigned to one of four treatment groups (transitional, English, Spanish, or control).

The standardized Metropolitan Readiness Test was used as a pre- and post-test. Instructional materials consisted of ten lessons from the nationally used pre-reading program Look, Listen and Learn which were modified to conform to the two teaching strategies being examined. Instruction was administered by six Puerto Rican paraprofessional tutors in a tutorial situation.

Students in the transition and all-English groups received approximately 10 to 15 minutes of instruction daily for ten days. In addition, students in the vernacular group received 10 to 15 minutes of instruction in all-English in the afternoon.

A one-way analysis of variance and t-tests for significant differences between groups indicate that the transition and Spanish groups performed equally and significantly better (beyond the .01 level) than either the English or control groups. It can therefore be concluded that the transitional method of instruction is as effective an instructional method as the vernacular approach in teaching pre-reading concepts to Spanish dominant kindergarten children. The transitional approach may even be viewed as a more efficient method since it requires half the instructional time and it achieves equal gains.

It is our recommendation that the success of this approach be tested: 1) at later grades with more sophisticated reading content and learners, 2) with varied content such as mathematics and science, 3) with adult learners, and 4) with language other than Spanish.

THE SELF-CONCEPT AND CROSS-CULTURAL AWARENESS OF GREEK-AMERICAN STUDENTS ENROLLED IN THE MONOLINGUAL AND BILINGUAL SCHOOLS

Order No. 7822161

FLOURIS, George, Ph.D. The Florida State University, 1978. 269pp. Major Professor: Dr. Byron G. Massialas

At present, the positive attitude toward self and culture are a major goal of bilingual education programs.

Many language minority children are viewed as having poor self-concepts. Bilingual education programs make certain provisions in their curricula to enhance a positive self-concept and a cultural awareness. Since self-concept and cultural-awareness are seen as essential concerns of the bilingual/bicultural programs, it becomes of utmost importance that studies of self-concept and cultural awareness be made. Even though some data exist on other language minority students with limited English speaking ability, there is no data on Greek speaking individuals.

Like many other minority children, many children of Greek-American background may begin school with limited or no knowledge of the English language and Anglo-American culture. As they are raised in two cultures, some elements of which are in conflict with each other, they may find themselves caught between the culture of their families and the culture of the school. As a result, Greek-American children may experience personality conflict and/or uncertainty. Due to the conflicting values of their homes and school, the development of their self-concept, attitudes toward native and/or Anglo cultures, as well as the overall academic progress may be affected in a negative way.

The purpose of this study is to determine the self-concept and cross-cultural awareness held by Greek-American children enrolled in bilingual and monolingual schools, and to establish if there are any differences between the two selected groups of Greek-Americans.

A combined total of 122 subjects--60 from the bilingual and 62 from the monolingual programs--from grades 3, 4, 5 and 6, was selected for inclusion in this study. Quantitative data obtained were subjected to the appropriate statistical techniques, such as t-tests and chi squares, in order to classify the data and establish the differences between the two groups of Greek-Americans. In addition, the study investigated qualitative aspects of both programs regarding curriculum, teachers' and students' attitudes toward the Greek and English languages as well as the Greek and Anglo cultures.

Even though no significant differences were found in self-concept between Greek-American students participating in bilingual and monolingual schools, the results indicated that there are significant differences between the aforementioned groups regarding their attitudes toward the Greek and Anglo cultures. Furthermore, there is a significant difference between the two groups of Greek-Americans with respect to social distance toward "Americans," while no significant difference between the two groups was found with respect to social distance toward "Greeks" and "Greek-Americans."

A significant aspect of this study lies in the fact that it is an initial step to determine the attitudes of self-concept and cross-cultural awareness of Greek-American school children.

LANGUAGE AND READING FACTORS AS INDICATORS OF ACHIEVEMENT IN SCIENCE AND SOCIAL STUDIES FOR STUDENTS IN A BILINGUAL EDUCATION PROGRAM

Order No. 7818758

GOSLIN, Robert Dilwyn, Ph.D. The Pennsylvania State University, 1978. 166pp. Adviser: Lester S. Golub

Purpose

The purpose of this research was to study the interrelationships of oral/aural language proficiency, reading ability, and subject-matter achievement in science and social studies in limited English speaking ability Puerto Rican students enrolled in a bilingual education program. The following research question was asked:

> To what degree can oral/aural language ability in Spanish and English be used as an indicator of (1) reading ability in Spanish and English, and (2) achievement in science and social studies tested in Spanish and English?

Procedures

The 120 students in this study were divided into five test levels: level I (grades one and two), level II (grades three and four), level III (grades five and six), level IV (grades seven, eight, and nine), and level V (grades ten, eleven, and twelve). A Foreign Service Institute type instrument was used to determine oral/aural language proficiency in Spanish and English. Content-valid instruments in parallel English/Spanish form were developed for assessing the students' subject-matter achievement in science and social studies (grades three through twelve). Reading ability was measured by using the parallel Spanish/English versions of the Inter-American Series reading tests.

There were four hypotheses, each dealing with a particular subgroup of the total 120 students tested. The first hypothesis stated that more than half of the students whose oral/aural language proficiency was average or above both in English and Spanish would score as well or better when their reading ability was tested in English than when tested in Spanish. The second hypothesis stated that less than half of the students whose oral/aural language proficiency was average or above in Spanish but average or below in English would score as well or better when their reading ability was tested in English than when tested in Spanish. The third hypothesis stated that less than half of the students whose oral aural language proficiency was average or above in Spanish was average or below in English would score as well or better when their subject-matter achievement was tested on the English forms of the parallel social studies and science instruments than when tested on the Spanish forms. The fourth hypothesis stated that less than half of the students whose oral/aural language proficiency was average or above in Spanish but average or below in English and whose reading score was in the 50th percentile or better in Spanish and less than the 50th percentile in English would score as well or better when their subject-matter achievement was tested on the English forms of the parallel social studies and science instruments than when tested on the Spanish forms. In addition to the four hypotheses six ancillary questions were asked to further clarify the interrelationships among the eight variables studied in this research.

Results

Statistically significant correlations were found at each of the five levels tested.

Oral/aural language proficiency in English was found to be the strongest indicator of achievement in science and social studies. The second strongest indicator of subject-matter achievement was reading ability when assessed in Spanish.

LANGUAGE, COGNITION, AND SOCIAL ATTITUDES OF THE BLACK CHILD IN PUBLIC EDUCATION: A Sociolinguistic and Psycholinguistic Analysis of Kindergarten-Third Grade Pupils Order No. 7823835

HOLT, Howard Monroe, Ph.D. Claremont Graduate School, 1978. 299pp.

This study theorizes that the primary difficulty in the inner city Black child's education is the experimental differences between his home and school. The effects of these differences were studied through a systematic analysis of linguistic differences between Black English (B.E.), and the language of the school–standard Anglo English (S.E.). It was hypothesized that language arts skills and social/personality adjustment are hindered by the experiential differences arising when Black English (and its concomitant cultural overlay) meets the standard English, and its cultural aspects, of the regular school setting. Operationalized relationships between S.E./B.E., specific social personality characteristics, and language arts skills were evaluated to test this relationship.

The theoretical premise was that the pupil who speaks the cultural language of Black Americans, which is now mainly spoken in the Black inner-cities, must transfer or adapt socially and cognitively in order to function within the American public educational institution. The social transfer which can be measured by structural language differences is conceptualized as part of the sociolinguistic field of study, while cognitive transfer is conceptualized as part of the psycholinguistic field of study.

This research was undertaken as a response to continued failure to teach standard English language arts skills to pupils in predominantly Black inner-city schools: and also, to their continued social and personality maladjustment. A major goal of the study was to establish whether the Black child's language and cultural difference is the primary reason for his educational difficulties. Conclusions were drawn and suggestions made regarding directions in the Black child's classroom curriculum experience.

Kindergarten through third grade pupils in Los Angeles' predominantly Black inner-city were studied. A variety of instruments were used (i.e., Spache Reading Scale, Holt S.E./B.E. Bilingual/Bidialectal Instrument, Burk Behavioral Rating Scale, cumulative records, etc.) to measure reading Black English/standard English language, social, personality, and demographic characteristics.

Correlations between these measures provided important insights into the effects Black English has on the Black child's affective and cognitive experience. Following are some of the findings:

1. Black English interferes with all reading and phonics skills.

2. Much of a Black child's B.E. phonology and syntax is realized in the pupil's writing.

3. A child's ability to associate B.E. and S.E. at an oral, aural, visual, and written levels are key skills in successful language arts development in the school setting.

In addition, 54 significant relationships existed between B.E./S.E. language variables and social/personality behavioral variables in the educational setting. Of special note is that Black English highly correlated with poor ego, poor self-concept, and high anxiety. The correlations become stronger as the years of American public schooling increases.

ASSESSING READING VOCABULARY OF PIMA INDIAN STUDENTS FOR CURRICULUM ADAPTATION Order No. 7911128

JACKSON, Susan Madrid, Ed.D. Arizona State University, 1978. 122pp.

The purpose of the study was to assess the characteristics of the meaning vocabulary knowledge of Pima Indian students, members of a divergent socioeconomic group. The assessment would provide information for adaptation of their instruction in one component of reading, word meanings.

Two tests were administered to randomly selected seventh- and eighth-grade students. Fifty-four students were administered the vocabulary subtest of the Iowa Silent Reading Test. The Reading Miscue Inventory, an oral informal test, was administered to 17 students, with the option to respond by rewriting instead of retelling.

Analysis of the data from the formal testing utilized a t test for determining significant differences between norm and sample raw score means. Chi-square analysis was utilized to determine significant differences in errors by Pima Indian students among categories of words. A .05 level of confidence was established for both analyses. The results of the informal testing were examined for comparison qualitatively with the results of the formal test.

The analyses of the data yielded these findings:

1. There were statistically significant differences between the raw score means of Pima Indian students and the raw score means from the national norms on the standardized vocabulary test.

2. There were no statistically significant differences in the numbers of errors made by Pima Indian students among five categories of words.

3. There were differences in errors made among word categories by Pima Indian students revealed by an examination of the data from the informal testing. Concrete nouns and descriptors provided greater difficulty than other categories of words.

4. A majority of the subjects tested with the Reading Miscue Inventory, 66%, preferred rewriting to retelling.

5. Examination of the results of the two types of testing conducted suggested an anomaly about the effectiveness of the reading performance of Pima Indian students. The formal testing indicated that they were significantly below the national norms in knowledge of word meanings, generally assumed to be an important component of reading comprehension. The informal testing indicated that the Pima Indian students were moderately or highly effective readers.

Recommendations for adaptation of the curriculum were made on the basis of the findings and from relevant ideas in the literature. They included the following recommendations:

1. A concerted effort should be made in the instructional program of Pima Indian students for the development of word meanings on the basis of diagnosed needs.

2. Both formal and informal testing should be utilized in the assessment of vocabulary needs, along with careful observation by classroom teachers. Miscue analysis testing is particularly recommended.

3. Instruction for meaning vocabulary development should include all classes of words.

4. Words which present meaning difficulties to a large number of students should be examined for sources of difficulty based on possible environmental, cultural, and language factors. Provision should be made in the instructional program to deal with those particular difficulties.

5. The role of experience in the development of word meanings should be recognized and regularly accommodated in the instructional program.

6. A systematic effort should be made to label experiences with the appropriate language in order to develop word meanings more effectively.

A PSYCHOLINGUISTIC DESCRIPTION OF THE ORAL READING MISCUES GENERATED BY NINE SELECTED MEXICAN-AMERICAN STUDENTS IN GRADES THREE, FOUR, AND FIVE READING ENGLISH TEXTS Order No. 7905070

JURENKA, Nancy Elizabeth Allen, Ed.D. Indiana University, 1978. 299pp. Chairman: Dr. Carolyn L. Burke

The purpose of the study was to describe the oral reading miscues of nine average bilingual Mexican-American students living in a suburb of Los Angeles; to describe their use of predicting, correcting and comprehending strategies; and to describe their use of graphophonemic, syntactic and semantic language cues; to compare their Spanish and English retellings of each story; to describe the effect that materials had on oral reading performance and to note any effects that maturity had on reading performance.

The procedures followed in this study included a review of the literature to determine the findings of analyses of the reading behaviors of Mexican-American students, gathering oral reading protocols on audio tapes, gathering English and Spanish retellings on audio tapes, analysis of the oral reading miscues by the procedures given in Goodman's Taxonomy of Reading Miscues and Goodman and Burke's Reading Miscue Inventory, analyzing the English and translated Spanish retelling, and reporting the findings of these descriptive analyses.

Analysis of the 2,533 miscues elicited by the oral reading revealed the following findings: 1. The range of miscue occurrence per hundred words was 2.62 to 17.62. There was a definite trend for the older student to make fewer miscues. 2. The use of omissions was influenced by age. Younger students used omissions to deal with words that they did not know. Older students used omissions as an editing technique. 3. Older bilingual readers produced syntactically acceptable sentences at a greater rate than younger bilingual readers even though they were reading comparatively more complexly structured material. 4. These bilingual Mexican-American readers used graphophonemic and syntactic language cues more effectively than semantic cues. 5. A large percentage of miscues were semantically unacceptable. Twenty-five per cent of the miscues were nonwords. 6. Over half of the miscues analyzed were left uncorrected. 7. Grammatical function of the text word influenced whether or not a word would first, elicit a miscue and secondly, be corrected. 8. Stories having ethnic overtones influenced the performance of the readers. Younger readers, especially, read ethnic stories more effectively than neutral ethnic stories. Ethnic stories produced higher comprehension scores than neutral ethnic stories. 9. Retellings in Spanish and English produced similar ratings. 10. Numerous aspects of reading behavior described in the study evidenced the influence of maturity of reading performance even though the task was equally difficult for each grade level.

ORAL COMMUNICATION APPREHENSION IN BILINGUAL STUDENTS: A STUDY AT FOURTH, SIXTH, AND EIGHTH GRADES Order No. 7817121

MANALO, Ma. Monita Amador, Ph.D. The University of Wisconsin–Madison, 1978. 141pp. Supervisor: Professor John M. Kean

This study examines the oral communication apprehension of Spanish-speaking students in the two languages they speak: Spanish and English. This study is also concerned with the effects of bilingual program, grade level and sex on students' oral communication apprehension.

An instrument of Children's Attitudes Toward Oral Communication (CATOC) developed by Lustig (1975) was used in this study. This 25-item attitude inventory was designed to measure children's oral communication apprehension levels. A Spanish version of the CATOC Inventory, translated from Lustig's original English version was pilot-tested for appropriateness with bilingual Mexican-American students in two class situations.

Subjects consisted of 127 teacher-identified bilingual Mexican-American students at 4th, 6th, and 8th grades from four schools in central California. Two of these schools were designated bilingual and two were non-designated bilingual. The English and Spanish versions were administered to subjects at two testing sessions.

Data were analyzed by analysis of variance. The results of the study are: a) Subjects were more apprehensive in the Spanish than in the English version of the CATOC. b) There was a relationship between oral communication apprehension and grade level on the Spanish CATOC but not on the English CATOC. Subjects at the 4th and 6th grades showed higher apprehension than subjects at 8th grade on the Spanish CATOC. No significant differences were found by grade factor on the English CATOC. c) Subjects in a bilingual program were found to be more apprehensive toward oral communication than subjects who were not in a bilingual program. While the first did not differ significantly in apprehension in either English or Spanish, the second was more apprehensive in Spanish than English. d) Girls were more apprehensive than boys on the English CATOC but not on the Spanish CATOC. While girls did not differ significantly in their apprehension in either English or Spanish, boys showed a higher apprehension in Spanish than English.

The overall results of the study suggest that bilingual Spanish-speaking subjects tended to have a negative attitude toward oral communication when the native language was used than when the adopted language was used.

THE RELATIONSHIP BETWEEN FIRST AND SECOND LANGUAGE LISTENING COMPREHENSION SKILLS IN PRIMARY AGE CHILDREN Order No. 7904786

MET, Myriam, Ed.D. University of Cincinnati, 1978. 111pp.

This study investigated whether the degree to which young students have mastered listening comprehension in their first language (L1) is reflected in the mastery of second language (L2) listening comprehension. Measures of academic readiness were also studied in relation to the acquisition of L2 skills in a school setting.

The hypotheses were:

1A. There is a significant, positive relationship between scores on the measure of listening comprehension in the learner's first language (prior to learning an L2) and scores on measures of listening comprehension in the learner's second language.

1B. The relationship between L2 and L1 will be stronger than the relationship between L2 and other measured variables.

2. There is a significant positive relationship between scores on the measure of second language listening comprehension and total readiness score as measured by the Metropolitan Readiness Test.

3. There is a significant positive relationship between scores on the measure of second language listening comprehension and on the Word Meaning subtest of the Metropolitan Readiness Test.

Subjects were 56 first graders enrolled in the Cincinnati Public Schools' Spanish Bilingual Program. The sample was 43% Black and 57% White. Subjects had no prior exposure to Spanish or any other second language. They received Spanish language instruction for 70 minutes daily in a sequenced and structured program of language development which heavily stressed L2 listening comprehension.

Instruments in this investigation were: the Metropolitan Readiness Test (MRT) and the Test for Auditory Comprehension of Language, English and Spanish versions (TACL-E and TACL-S). Variables were: total score on the MRT; scores on the MRT Word Meaning and Numbers subtests; and scores on the TACL-E and TACL-S; and subjects' race, sex, use of Black dialect, class and MRT test date.

Data collected prior to subjects' Spanish instruction included sex, race, use of Black dialect, class, and MRT scores and test dates. L1 listening comprehension tests were idividually administered early in the school year. L2 listening comprehension tests were individually administered in the Spring.

The data were analyzed using Pearson product-moment correlations. Results showed a significant positive and moderate relationship between L2 and L1 ($r=.45$, $p<.001$). Hypothesis 1A was accepted. L2 was found to bear a significant positive and moderately high relationship with overall academic readiness ($r=.61$, $p<.001$) and with the Word Meaning subtest ($r=.50$, $p<.001$). Hypotheses 2 and 3 were accepted. Since L2 was more closely associated with the academic variables than with L1, Hypothesis 1B was rejected.

Sex, dialect and test date were not associated with scores on any of the measures. Race was not significantly related to L2 listening comprehension, but Whites did do significantly better on all other measures. Spanish test scores were associated with subjects' teacher.

This study showed that there is a significant relationship between children's first and second language listening comprehension skills. Findings supported those of previous research which showed L1 listening to be related to success in school and suggest that the skills which contribute to readiness for first grade work also contribute to the acquisition of L2 skills in a school setting.

The results also suggest that while the learner's L1 skills are significantly related to the mastery of L2 skills, external factors particular to the school setting affect achievement when children learn a second language in school.

BILINGUAL AND CROSS-CULTURAL REFERENTIAL COMMUNICATION Order No. 7820262

MOLL, Luis Carlos, Ph.D. University of California, Los Angeles, 1978. 119pp. Chairman: Professor Thomas J. LaBelle

A referential communication task, in which one child described a referent and another child tried to select it from a set of two, was used to investigate how Hispanic bilingual children modified their communicative behavior in response to listeners with differing characteristics. Specifically, 216 children were selected from four schools and divided into sets of "speakers" and "listeners." The 108 speakers chosen were all 8 to 9 years old, Hispanic, and bilingual. Listeners were older (11 to 12 years old) and younger (5 to 6 years old) than the speakers, and each age category included even sets of Hispanic English-speaking, Hispanic Spanish-speaking, and Anglo children. This arrangement effectively situated the communication task in a variety of cultural and linguistic contexts for study.

The results indicated differences in communication accuracy (as measured by correct listener selection of target referents) due to the ambiguity of the messages given by the speakers. The children designated as speakers performed competently in a variety of situations. However, in two specific contexts, with (1) younger Anglo (English-monolingual) listeners and (2) older Hispanic Spanish-speaking listeners, these otherwise competent communicators performed comparatively poorly. Since the children's performance was significantly better in some contexts than in others, the possibility was considered that some sort of contextual interference affected the communication.

It was theorized that the speaker's lack of culture-contact and interaction with the younger Anglo listeners, in and outside the classroom, contributed to a low level of familiarity and practice with this particular communication situation, which, in turn, detracted from the overall ability of the speaker to handle the task. With the older Hispanic Spanish-monolingual listeners, it was theorized that the sociolinguistic requirements of the situation were perceived by the speakers as being outside their usual repertoire, which in turn led them to give a small number of messages of high redundancy ("tongue-tied"). This is a phenomenon common to bilingual speakers and is a reasonable interpretation in light of the knowledge of what regularly happens in this context.

The results of the present study indicate the importance of taking into account the context and social situation in which communication skills are assessed as an important determinant of performance.

A STUDY OF VARIABLES RELATIVE TO CURRICULUM DECISIONS CONCERNING BLACK ENGLISH Order No. 7819927

NELKIN, Bertha W., Ed.D. University of New Orleans, 1978. 169pp.

Four positions toward Black English have been described in the literature: (1) replace it with standard English, (2) teach standard English as a second language, (3) leave the language alone, (4) teach Black English.

The literature suggests that the teacher's position regarding Black English is related to certain variables: knowledge of Black English and linguistics, race and racial prejudice. The investigator felt that other variables may be related to the teacher's position regarding Black English: age, recency and amount of university training, flexibility, attitude toward change, educational philosophy, as well as business, legal and regional background.

The purpose of the present study was to determine:

(1) if the attitude of secondary department chairpersons toward statements relating to Black English in the curriculum, when ranked according to desirability, would fall into groups similar to the four categories proposed in the literature, and,

(2) if so, the rank order of the positions themselves,

(3) the number of clusters of people grouped according to their attitudes toward statements relative to Black English,

(4) the common characteristics, with respect to the variables mentioned in the model, for each identified cluster and the differences between clusters.

Thirty-six secondary English department chairpersons, randomly selected from the Greater New Orleans area in fall, 1977, provided attitudinal and biographical data through a biographical survey, attitude scales, and a Q-sort of statements to measure the attitudes toward Black English.

Percentages and/or means and standard deviations were obtained for the biographical data. Means were obtained of the raw scores on the scales. Means and standard deviations were computed for the statements in the Q-sort. The statements were factor analyzed to obtain clusters of people with similar responses to the statements.

The study found that secondary English department chairpersons distinguish only two of the categories proposed in the literature: (1) the most desirable position is to teach Standard English as a second language; (2) the least desirable position is to allow the black student to retain his Black English, either by leaving his language alone or by teaching Black English.

Six clusters of people, grouped according to their attitudes toward statements relative to Black English, were found by factor analysis. The common characteristics for each of the identified clusters of people are: (1) Young Blacks with High Degree of Professional Development, (2) Young Whites with Limited Degree of Professional Development, (3) Young Blacks with Limited Degree of Professional Development, (4) Sophisticated Professionals, (5) Older White Males with Limited Degree of Professional Development, (6) Young White Females with Limited Degree of Professional Development. Age, race and professional development seem to be the variables related to the positions taken. The hypothesis that age, recency of university training and knowledge of Black English literature were interrelated, was thus partially borne out.

In addition to the differences noted between subjects, the subjects were found to be similar with regard to attitudes toward blacks, regional background, lack of legal experience, and middle-of-the-range scores on rigidity, attitude to job change, and educational philosophy.

AN ASSESSMENT OF THE COMMUNICATIVE COMPETENCE IN ENGLISH OF SPANISH-SPEAKING CHILDREN IN THE FOURTH AND SIXTH GRADES Order No. 7822553

OVERALL, Patricia Montiel, Ph.D. Stanford University, 1978. 181pp.

The term communicative competence has been proposed to describe a person's proficiency in a language. This includes knowledge of the rules of social interaction as well as knowledge of grammar.

Few tests, however, have been designed to evaluate a speaker's ability to communicate in a variety of situational contexts. Instead, discrete-point grammar tests of linguistic ability are used in assessing the non-English speaking student's broad knowledge of a language.

The purpose of this study is to determine to what extent grammatical tests are accurate measures of communicative competence. Several ancillary questions were also addressed to determine (1) the effect of independent variables such as grade, sex, language spoken outside the classroom, and type of instructional program on the measures used in the study, (2) the predictive ability of the measures, and (3) the order of difficulty of the speech act types (e.g., request, explain, etc.) included in the measure of communicative competence.

A total of thirty Spanish-speaking students enrolled in Spanish/English bilingual education programs were selected for the study. The students were all born in Mexico and had been in the United States approximately one year.

The students were pre- and post-tested on two grammatical measures and a measure of communicative ability. The researcher developed this measure to assess the students' ability to communicate in specific social situations. The two grammatical tests used were: Center for Educational Research and Development at Stanford Spanish/English Balance Test: English Oral Production Subtest (CERAS Balance Test), and Bajia Oral Language Test (Bolt). The test of communicative ability used was called the Sociolinguistic Measure (SLM).

The pretests were administered by three bilingual testers during the first month of school and again three months later. The students' verbal responses to the grammatical measures were elicited using a series of pictures to cue the response. These responses were recorded orthographically by the testers. In the sociolinguistic measure a series of situations were described to the students. The students and the researcher then role-played each situation using puppets of the various characters involved in the situation. The students' performances were tape-recorded.

A score on the SLM was determined by a panel of three judges who rated the pre- and post-tests of the recorded conversations in random order. A training session preceded the actual rating to provide the judges with an opportunity to discuss the criteria used in the evaluation.

A correlation analysis was used to establish the relationship between the three dependent measures used in the study. The results of the correlation between the grammatical measures on the one hand and the sociolinguistic measure on the other indicated that a strong relationship among the three measures existed. However, closer inspection of the results, using scattergrams, revealed a curvilinear relationship between the measures. Ordinarily, a curvilinear relationship results in a lower r; however, in this instance, a higher r was expressed because of a clustering of scores at the lower and/or upper ends of the curve. Separate correlations of these groups tended to be much lower than the overall correlations.

There appeared to be a broader range of scores on the lower level of the SLM test than on the Bolt or CERAS Balance tests. This finding indicates that raw scores on discrete-point tests should not be interpreted as accurately representing someone's communicative competence.

The pretest scores were used as covariates with the post-test scores in the statistical procedure to provide adjusted pre-post-test gain scores. Mean scores and an analysis of covariance was used to determine the effects of the independent variables on these adjusted pre- post-test gain scores. Most independent variables had no effect on student achievement.

Mean scores were also used to determine the relative order of difficulty of the situational tasks used on the SLM. The results suggested that the items on the test did not vary significantly in difficulty and were not arranged in order of difficulty.

The findings of the study indicate that caution should be exercised in using the grammatical test scores alone for placing students in English instructional programs.

SELF-ESTEEM AS IT RELATES TO READING FACILITY AND BILINGUAL SCHOOLING OF PUERTO RICAN STUDENTS Order No. 7910643

PETERS, Alice Perez, Ed.D. Loyola University of Chicago, 1979. 157pp. Chairman: Dr. Allan C. Ornstein

This study investigated the relationship of self-esteem to reading facility of bilingual Puerto Rican students living and studying in an inner-city environment. The study also considered the impact of such variables as bilingual education experience, schooling in Puerto Rico, sex and age of the self-esteem of the subjects. Self-esteem was viewed as an aspect of the self-concept.

The subjects of this study were 270 bilingual preadolescent students of Puerto Rican background attending three Chicago public schools. The 127 boys and 143 girls were ten to twelve years old, and were in grades four to six. They were drawn from a predominantly Puerto Rican neighborhood, and from schools with a predominantly Puerto Rican student enrollment.

Four instruments were used: an English/Spanish questionnaire developed by the investigator; the Inter-American Series: Reading Test, and Prueba de Lectura; and Coopersmith's Self-Esteem Inventory (CSEI). The questionnaire was used to gather information on the background of the students. The reading tests were used to classify the students into four levels based on their reading facility in English and Spanish. The CSEI provided the measure of self-esteem.

Analysis of covariance for statistical significance and contrasts for specific differences between the means were the statistical techniques employed. Self-esteem was the dependent variable; sex and age were treated as covariates; reading facility, schooling in Puerto Rico, and bilingual education experience were the independent variables.

The results indicated that bilingual students who read only English adequately had significantly more positive self-esteem scores (at $p < .05$) than those who read only Spanish adequately. Those students who read both English and Spanish inadequately reported significantly less positive self-esteem scores (at $p < .001$) than those students who read only English adequately and significantly less positive self-esteem scores (at $p < .01$) than those who read both languages adequately. Students who had participated in a bilingual program reported significantly less positive self-esteem scores (at $p < .05$) than those who never had this type of experience.

In summary, the findings of the study indicate a positive correlation between reading facility and self-esteem of bilingual students. Inadequacy in reading both or either language of the students is negatively related to their self-esteem. The language of the dominant culture, in this case English, appears to be a key factor in the self-concept development of these students.

THE EFFECT OF USING A CONTRASTIVE LINGUISTIC INSTRUCTIONAL MODEL ON THE CODE-SWITCHING ABILITY OF SIXTH GRADE BLACK STUDENTS Order No. 7822078

PULLIAM, Cynthia Anne, Ph.D. University of Missouri – Kansas City, 1978. 103pp.

This study investigated the effectiveness of a contrastive linguistic instructional procedure on the code-switching ability of urban black students. The procedure stressed the usefulness of standard English in written communication in school classes and offered a structured learning situation in which differences in a grammatical feature in black English and standard English are taught.

The subjects involved in this study were sixth grade black students enrolled at an urban elementary school. The students were from a low-income black neighborhood with a fairly stable population. Two intact sixth-grade classes with twenty-six students per class participated in the experiment.

The basic form for this research study was a repeated measures design which allows subjects to act as their own control. Replication is built into this study. Both sixth grade classes, therefore, received the treatment at different times and each participated in the three testing periods. Each treatment period for this project consisted of five consecutive sessions which met for thirty-five minutes daily.

A series of analyses of variance was used to scrutinize the data. The results were interpreted as being somewhat supportive of the effectiveness of the instructional procedure especially in the area of comprehending, that is recognizing the difference between the third person singular present verb in black English and in standard English.

STUDENT ACHIEVEMENT IN A PILOT URETON READING, CUISENAIRE MATHEMATICS PROGRAM, AND BILINGUAL PROGRAM OF AN ELEMENTARY SCHOOL Order No. 7824571

ROMERO, Roger Cervantez, Ed.D. Northern Arizona University, 1977. 107pp. Adviser: Dr. Paul Lansing

This study was an investigation of two components of an elementary school district's federally-funded Title VII projects. One component measured reading and mathematics achievement of the students. The other component measured the effects of a bilingual education program on student achievement. The reading component used the Cureton reading method to improve the reading achievement level of these elementary school students. The mathematics component used the Cuisenaire method to improve the mathematics achievement level. The bilingual education component was used to improve academic achievement and language development.

This investigation used an experimental design with the sample composed of students in grades 1-6 for the reading and mathematics groups and students in grades K-3 in the bilingual component. Students in the control group were enrolled at similar grade levels. All students included in the study were in attendance in the school district during the 1975-76 school year.

The study compared student achievement over a time span of eight months between pre-test and post-test. The experimental and control groups were compared using the results of standardized achievement tests. The instruments used in the comparisons were the Metropolitan Achievement Test for the reading and mathematics groups and the Inter-American Test of General Ability for the bilingual group. The test results were converted to Stanford Achievement Test Grade-Level Equivalent Scores, and then the scores of the groups in the reading and mathematics components were compared. Comparisons between the two groups in the bilingual program were computed using the raw achievement score gains.

Three null hypotheses were developed to test for significance between the experimental and control groups. These hypotheses compared student achievement in reading, mathematics, and language comprehension. The comparisons accounted for differences in grade level, ethnicity, and sex.

The data collected in the study were statistically analyzed with a t-test of the difference in the means of the experimental group and the control group. The results of the study were:

1. The students in the experimental reading component did not score significantly higher than those in the control group. Two of the thirteen null hypotheses tested in this component were significant. This indicated that there was little difference between the experimental and control groups.
2. In the mathematics component, the effects of the treatment indicated statistical significance in grades one and six. When comparisons were made using sex as a variable, male and female students in the experimental group achieved significantly better than those in the control group. The treatment group in this component did show significance in forty-six percent of the null hypotheses tested.
3. The bilingual component failed to show statistical significance except in the case of female Mexican-American students.

These programs when analyzed separately and statistically did not generally indicate significance at the .05 level. However, when viewed from the educational perspective of student progress, positive gains were made in almost every instance.

A PSYCHOLINGUISTIC COMPARISON OF THE USE OF SYNTACTIC CUES BY MONOLINGUAL AND BILINGUAL SUBJECTS DURING ORAL READING IN ENGLISH BASAL READERS Order No. 7908964

SMITH, Laura A., Ph.D. Wayne State University, 1978. 248pp.

The purpose of this study was to compare the use of and development of the use of syntactic information in the oral reading of monolingual and bilingual readers at the second, fourth, and sixth grade levels.

The monolingual subjects had previously been included in the average second, fourth, and sixth grade level groups in the research of Kenneth S. Goodman (197). The bilingual subjects were students in the public schools in Goliad County, Texas. They were chosen because they had entered school there as first graders speaking little or no English, still spoke Spanish well enough to retell a story, and were considered average readers on the basis of test scores and teacher evaluation.

All of the subjects were audio taped reading and retelling a basal story about a half grade above their reading level. The subjects' oral reading miscues were analyzed using selected categories of the Revised Goodman Taxonomy of Reading Miscues (1975). Comparisons were made between the two language groups and across grade levels within each group. The points at which the various subjects miscued were considered and the degree to which they appeared to us syntactic information in their predictions and corrections was compared. Also considered was the possible influence of the authors' syntactic choices and possible first language interference in the reading of the bilingual subjects. In order to better describe the degree to which the bilingual subjects had acquired English syntax, their retellings of the stories were analyzed using the categories included in the Bilingual Syntax Measure developed by Burt, Dulay and Hernandez-Ch.

Analysis of the miscues indicated that, while the two language groups tended to miscue at the same places in the story and use the same general strategies in their predictions, some differences were apparent: (1) At all grade levels the percentages of both totally syntactically acceptable and partially syntactically acceptable miscues were somewhat higher for the monolingual groups. This difference was most marked at the sixth grade level. (2) At all grade levels the degree to which

the syntax had been changed was somewhat higher for the bilingual group. (3) From the second to the fourth to the sixth grades, the predictions of the monolingual groups became more syntactically acceptable. For the bilingual groups the syntactic acceptability of their predictions increased from the second to the fourth grade and decreased from the fourth to the sixth grade.

While the bilingual groups tended to make less syntactically acceptable predictions, they more frequently corrected these predictions especially at the fourth and sixth grade levels. The second grade bilingual group was slightly more successful in all correction attempts than the monolingual group. The percentage of successful correction dropped slightly for both the monolingual and bilingual groups from the second to the fourth grade. From the fourth grade to the sixth grade the percentage of successful correction increased for the monolingual group and remained about the same for the bilingual group

Direct Spanish interference in the reading and oral language errors of the bilingual groups was minimal.

Overall it would appear that, while the bilingual subjects' ability to use English syntax in oral language increases from second to fourth to sixth grades, the sixth grade group did not become more proficient in using this ability in reading.

A STUDY OF THE RELATIONSHIP BETWEEN SELF CONCEPT AND ADULT BASIC EDUCATION PROGRAMS ON THE YANKTON SIOUX RESERVATION

Order No. 7904943

SWAN, Robert Joseph, Ed.D. University of South Dakota, 1977. 126pp. Director: Professor Fred J. Petersen

Purpose of the Study

The purpose of this study was to investigate any significant differences in the self-concept of three groups of Yankton Sioux Adults on the Yankton Sioux Reservation in South Dakota.

Procedures for the Study

The Dakota Wowapipahi Learning Center on the Yankton Sioux Indian Reservation in Marty, South Dakota served as the Adult basic education program from which subjects were identified. The sample in this study consisted of thirty subjects in three groups and were randomly selected from the Yankton Sioux Adult population who have earned a G.E.D. certificate; Yankton Sioux Adults who are currently preparing for the G.E.D. test in the Dakota Wowapipahi Learning Center; and, Yankton Sioux Adults who have not completed a G.E.D. or high school diploma and have never enrolled in an adult basic education program.

This researcher trained four staff members of the Dakota Wowapipahi Learning Center to become qualified administrators of the Tennessee Self Concept Scale. The four examiners administered the Tennessee Self Concept Scale and Personal Data Questionnaire in the homes of the subjects on the Yankton Sioux Reservation during the last two weeks of January and first three weeks of February, 1977.

Findings of the Study

Sioux speakers versus non-Sioux speakers were significant (Chi-square = 26.4, d.f. = 2, $p < .05$) in distinguishing grouping. Sex, age, degree of blood, marital status, last grade completed, employment, jobs held for more than one year, problems with alcohol, and type of drinker were non-significant. An overall one-way multivariate F was run to determine if the 3 groups differed for the 29 variables of the TSCS. Wilks' Lambda was selected as the criterion in selecting independent variables for analysis on the basis for discriminating power in predicting group membership. The first discriminant function was statistically significant at the .05 alpha level. Twenty-three discriminant function coefficients of the Tennessee Self Concept Scale were identified by the discriminant analysis as being contributors in predicting group membership. Subjects from the three groups were also reclassified according to whether they were Sioux speakers or non-Sioux speakers. The overall multivariate F ratio for the test of differences among group centroids was computed and the first function was significant at the .05 level.

Statistical analysis findings indicated there was no significant difference in self-concept variables between Yankton Sioux Indian Adults who have earned their G.E.D.'s and those Yankton Sioux Indian Adults who are currently preparing for the G.E.D. test in the Dakota Wowapipahi Learning Center; significant statistical differences were found in self-concept variables between Yankton Sioux Indian Adults who have earned their G.E.D.'s and those Yankton Sioux Indian Adults who have not completed a G.E.D. or high school diploma and never have enrolled in the Dakota Wowapipahi Learning Center; and statistically significant differences were found in self-concept variables between Yankton Sioux Indian Adults who are currently preparing for the G.E.D. test in the Dakota Wowapipahi Learning Center and those Yankton Sioux Indian Adults who have not completed a G.E.D. or high school diploma and never have enrolled in the Dakota Wowapipahi Learning Center. The new grouping of Sioux speakers versus non-Sioux speakers was a better predictor of group membership than the original grouping.

Conclusions

The findings of this study demonstrated that there were significant differences in self-concept variables between Yankton Sioux Adults who never enter an ABE/GED Program and those Yankton Sioux Adults who are currently enrolled in an ABE/GED Program or who are a G.E.D. graduate.

VARIATION OF LANGUAGE USE IN THE LANGUAGE ACQUISITION OF BILINGUAL CHILDREN

Order No. 7905024

WALTERS, Joel, Ed.D. Boston University School of Education, 1978. 192pp. Major Professor: Bruce Fraser

This investigation deals with the social and pragmatic competence of bilingual children. It utilizes structural aspects of language (viz., the requesting strategies a speaker uses) as a window to social knowledge in the same way Vygotsky conceived of language as a window to the mind. The notion of a requesting strategy is defined by the semantic form (e.g., can, could, will, would, do).

The social knowledge of concern here centers on how children alter requesting strategies as a function of the context in which they are speaking. That context includes the setting and topic of conversation and a variety of participant characteristics (e.g., sex of speaker and age, sex and race of addressee). Specifically, the study examines whether (and the extent to which) children are more deferential to adults as compared with children, males and females, blacks and whites, and in which settings. In addition, the study asks whether bilingual children exhibit the same deference patterns in English as they do in Spanish.

The focus of the investigation on paragmatic competence suggests that variation of language use in general (and variation of request strategies in particular) may represent a viable alternative to current measures of language assessment. That variation is measured in the present study by the number of different request strategies a child uses. Bilingual communicative competence, then, is represented by a comparison of variation scores in the child's two languages.

Data were collected from 32 Puerto Rican bilingual children. Each child spoke to two of eight possible puppets (e.g., the old male white puppet and the young female black one) in each of four settings in English and in each of four settings in Spanish. The settings and topics used to elicit the requests in this experiment were:

1) Supermarket
   a. requesting to be shown rice and
   b. to get ahead in the checkout line;

2) Lunch Money

a. requesting lunch money in the cafeteria and
b. in the school office;

3) Outside at Play

a. requesting to play in the addressee's yard and
b. a ball to play with;

4) Outside Selling Cookies

a. requesting that the addressee buy some cookies and
b. sign a form.

The request strategies were submitted to native speakers in order to arrive at a continuum of deference. The numbered 14 in English and 12 in Spanish. Edwards' (1957) method of paired comparisons was implemented to arrive at the deference scale. This method provided both a rank order of the syntactic strategies from least to most deferential and measure of psychological distance between individual forms. The data were analyzed in a 5-way analysis of variance, where the deference of the request served as the dependent variable.

The comparison of children's requesting behavior in English and Spanish was examined through the distribution of requests on the deference scales and the amount of variation (number of different strategies) each child produced. That variation ability was correlated with the Peabody Picture Vocabulary Test.

The findings demonstrated that, for both English and Spanish, Puerto Rican children were significantly more deferential in talking to female puppets than in talking to male ones. Also, the supermarket and play settings elicited more deferential requests than the cookie contexts. Finally, in Spanish, children were more deferential to black puppets than to white ones.

In English request strategies tended to be distributed across the entire range while in Spanish they were more concentrated at the upper end of the deference scale. Children also tended to vary requests more in Spanish than they did in English. That variation did not correlate with scores on either the English or Spanish versions of the Peabody Picture Vocabulary Test.

THE EFFECTS OF INSTRUCTION ON BLACK ENGLISH SPEAKERS

Order No. 7909641

WASHINGTON, Julie Renae, Ph.D. United States International University, 1977. 94pp. Chairperson: Dr. Dorothy Harris

THE PROBLEM. The problem of the study was, if given instruction to imitate a Standard English speaker, will a Black English speaker be able to reproduce Standard English. The hypotheses needed to accomplish the purpose of the study are as follows: (a) students given imitation instruction will reproduce sentences more identically than students given repetition instructions; (b) the number of errors on the Social Dialect Feature Inventory, an instrument used to elicit nonstandard constructions, will be related to Dialect Radicalism, the degree to which the speaker's dialect differs from Standard English; and (c) there will be a stronger relationship between Dialect Radicalism and the repetition instruction group than between Dialect Radicalism and the imitation instruction group. The importance of the study derives from the research of Baratz (1969) and Stanley (1974), that the Black English speaker must be taught the process of code switching if this child is to learn Standard English. Thusly when given instruction to imitate a Standard English speaker, a Black English speaker will be able to reproduce Standard English.

METHOD. The data were secured from a 2x3x2x2 split plot repeated measures design. A random sample of forty students was taken from three grade levels: Fifth, eleventh and Junior College that had been previously identified as Black English or Standard English speakers. The identification was made through the students score on the Social Dialect Feature Inventory. Twenty of the students within each grade level were given repetition instructions and the remaining twenty were given imitation instructions, prior to the administration of the Sentence Reproduction Task. Two measures were obtained for each subject: (a) number of errors on a Standard English reproduction task, and (b) the number of errors on a Black English reproduction task. The 2x3x2x2 analysis of variance with repeated measures assessed whether one instruction type was better than the other; the analysis examined the interaction of dialect with reproduction task; and the analysis determined whether the relationship between dialect and reproduction task is more pronounced in repetition instructions than imitation instructions. The Tukey HSD tests were used to compare individual cell means.

RESULTS. Anslysis of data yield the following results: (a) students given the imitation instructions made fewer errors than students given repetition instructions; (b) the Standard English speakers performed better when given a Standard English task than Black English task, and Black English speakers performed better when given a Black English reproduction task than Standard English task; and, (c) under the imitation instruction, there is less of a relationship between dialect and reproduction task scores than under repetition instructions. From the results the following three main conclusions were drawn: (a) imitation instruction yields better performance than repetition instruction; (b) the number of errors on the Social Dialect Radicalism; and, (c) there is a higher relationship between Dialect Radicalism and repetition instruction group than between Dialect Radicalism and the imitation group.

CODE-SWITCHING IN BLACK THIRD GRADE LOW-SOCIO-ECONOMIC STATUS CHILDREN IN FORMAL AND INFORMAL SITUATIONS

Order No. 7904669

WOFFORD, Jean Elizabeth, Ph.D. University of California, Berkeley with San Francisco State University, 1978. 125pp.

The present study involved an experimental investigation of formal and informal situational influences on language production of Black third grade lower socioeconomic status children of San Francisco, California. Six language features were studied. It was hypothesized that: (1) the children would have a greater average number of words per communication unit in the informal situation; (2) the children would have fewer mazes in the informal situation; (3) the children would have a greater number of ebonics intonation patterns in the informal situation; (4) the children would have greater use of Black lexicon in the informal situation; (5) the children would have a greater total number of words communicated in the informal situation; and (6) the children would have a greater use of ebonics grammatical features in the informal situation.

A 2 x 2 analysis of variance was conducted on each of the six dependent variables. The factors were treatment (formal/informal) and sex (female/male).

The results indicated significant treatment effects on the intonation variable (hypothesis 3), total number of words communicated variable (hypothesis 5), and mazes variable (hypothesis 2). The subjects did significantly better on the intonation variable in the informal situation ($\bar{X}_{3,4} = 8.26$, $S.D._{3,4} = 5.88$) than did the subjects in the formal situation ($\bar{X}_{1,2} = 2.79$, $S.D._{1,2} = 3.04$). The treatment effect was significant at the ($F = 42.868$, $p < .001$) level. On the total number of words communicated variable, the subjects in the informal situation did significantly better ($\bar{X}_{3,4} = 87.86$, $S.D._{3,4} = 45.27$) than did the subjects in the formal situation ($\bar{X}_{1,2} = 62.33$. $S.D._{1,2} = 40.45$). The treatment effect was significant at the ($F = 15.690$, $p < .001$) level. The mazes variable was supported in the opposite direction of the stated hypothesis. However, the treatment effect was significant at the ($F = 5.787$, $p < .05$) level. The subjects did significantly better ($\bar{X}_{3,4} = 2.45$, $S.D._{3,4} = 1.38$) in the informal situation than did the subjects in the formal situation ($\bar{X}_{1,2} = 1.80$, $S.D._{1,2} = 1.44$). There were no other significant treatment effects on the other three dependent variables. It should be noted, however, that, although not statistically significant, the Black lexicon variable (hypothesis 4) was slightly significant at the ($F = 3.056$, $p < .10$) level. The subjects in the informal situation did better, although not significantly better, on the Black lexicon variable than did the subjects in the formal situation.

There were no significant sex effects on any of the six dependent variables. The treatment X sex interaction effect of the intonation variable was significant at the ($F = 7.571$, $p < .05$) level. The female subjects performed twice as well ($\bar{X}_3 = 10.28$, $S.D._3 = 6.68$) as the male subjects ($\bar{X}_4 = 5.04$, $S.D._4 = 5.08$) in the informal situation. There were no other significant treatment X sex interaction effects on the other five dependent variables.

A STUDY OF THE RELATIONSHIP BETWEEN THE PROFICIENCY IN ENGLISH AND CULTURAL BACKGROUND OF CHINESE IMMIGRANT STUDENTS AND THEIR EDUCATIONAL AND SOCIAL DEVELOPMENT

WONG, Angelina Teresa, Ph.D. University of Toronto (Canada), 1977

The multi-ethnic population of the University of Toronto makes it an ideal environment for the dual pursuit of formal and informal learning. The latter refers to a major component of "lifelong education"--the acquisition of the social skills which would enable the learner to communicate, to relate to people from different backgrounds, to achieve self-confidence and to gain a broader perspective on life. Compared to the Canadian-born student, the immigrant student arrives at the university with more academic and social handicaps. His academic courses are taught in his second language, and he is unfamiliar with the social behaviours valued by his Canadian peers. The acquisition of communication proficiency and social skills therefore constitutes an important part of the immigrant student's informal learning process.

Chinese students, who constitute about six percent of the population at the University of Toronto, were chosen as the subjects of a study to investigate the participation of immigrant students in this informal learning process. The study investigated two areas of interest: (1) the background of the Chinese students; and (2) the relationship of the students' use of English to their educational and social experiences. 190 Chinese students and 100 Canadian students were selected from the 1974-75 University of Toronto Student Directory to participate in the study. Since previous studies have shown that most Chinese students enrol in engineering and the physical sciences, the Chinese subjects were selected predominantly from these fields.

The data were collected by two means: a questionnaire survey and personal interviews. The construction of the 42-item questionnaire was based on a review of the research literature on immigrant adaptation and pilot interviews with university students and counsellors. The response rates of the Chinese and Canadian students were 44 and 54 percent respectively. The survey data were analysed by means of the chi-square test. 38 Chinese students were interviewed for an average of one hour each. The object was to obtain a better understanding of individual differences in matters such as self-identity and perception of cultural differences.

The data revealed that although the Chinese and Canadian students showed some significant differences in their backgrounds, their educational experiences were quite similar. The reports of the Chinese students revealed that a lack of knowledge of Canadian colloquialisms and a subjective impression that Chinese and Canadian students have different interests are the major barriers that inhibit Chinese students from socializing beyond their own group.

Four patterns of social development were observed among the Chinese students. Students who identified themselves as "Chinese" and those who identified themselves as "Chinese-Canadian" were found to differ significantly along several social variables. Certain pre-immigration characteristics and situational experiences in Canada combines to influence the pattern of development.

Over half of the Chinese subjects admitted to having experienced some problems with the English language. However, most students did not view this as an academic handicap since their courses tend to emphasize technical rather than language proficiency. On the other hand, a lack of communication proficiency was reported by many senior students to be a serious handicap in job interviews.

The researcher concluded that there is a need for English-as-a-second-language courses for Chinese engineering students, especially in view of the field's growing demand for graduates with interpersonal communication skills. There is also a need for University personnel to adopt a more active role of "go-between" in sponsoring activities that would help immigrant students bridge the cultural gap.

Copies of the dissertations may be obtained by addressing your request to:

University Microfilms International
300 North Zeeb Road
Ann Arbor, Michigan 48106

or by telephoning (toll-free) 1-800-521-3042